

Using Implementation Science To

MAXIMIZE Outcomes

**5 THINGS TO KNOW BEFORE
YOU IMPLEMENT**

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Once Upon a Time....

What resonates with your own experience?

What effective implementation strategies were evident?

What implementation barriers were apparent?

Moral of the Story

**Individuals cannot
benefit from
interventions they
DO NOT experience...
even with the best of
intentions.**

Lesson #1

Evidence



Usability



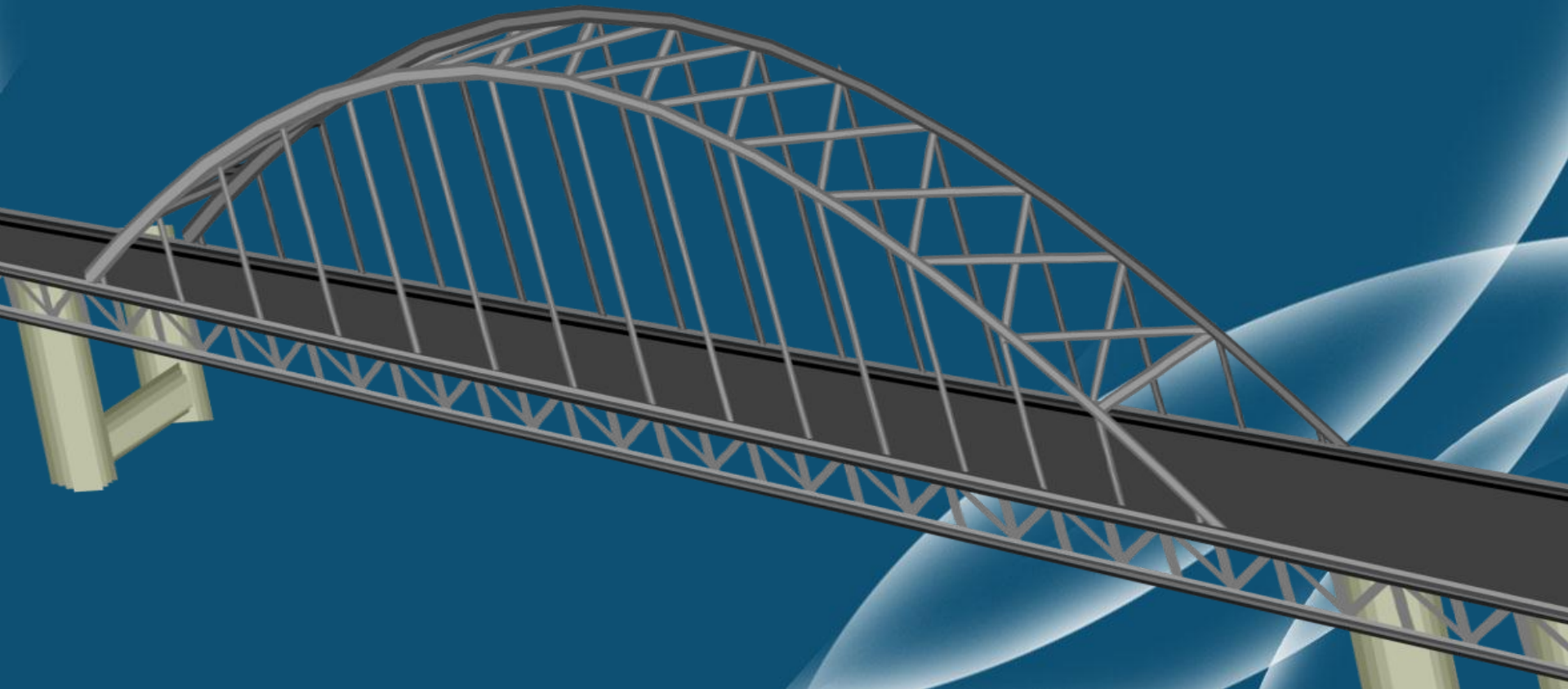
**\$100
Billion**

*Limited
Results*

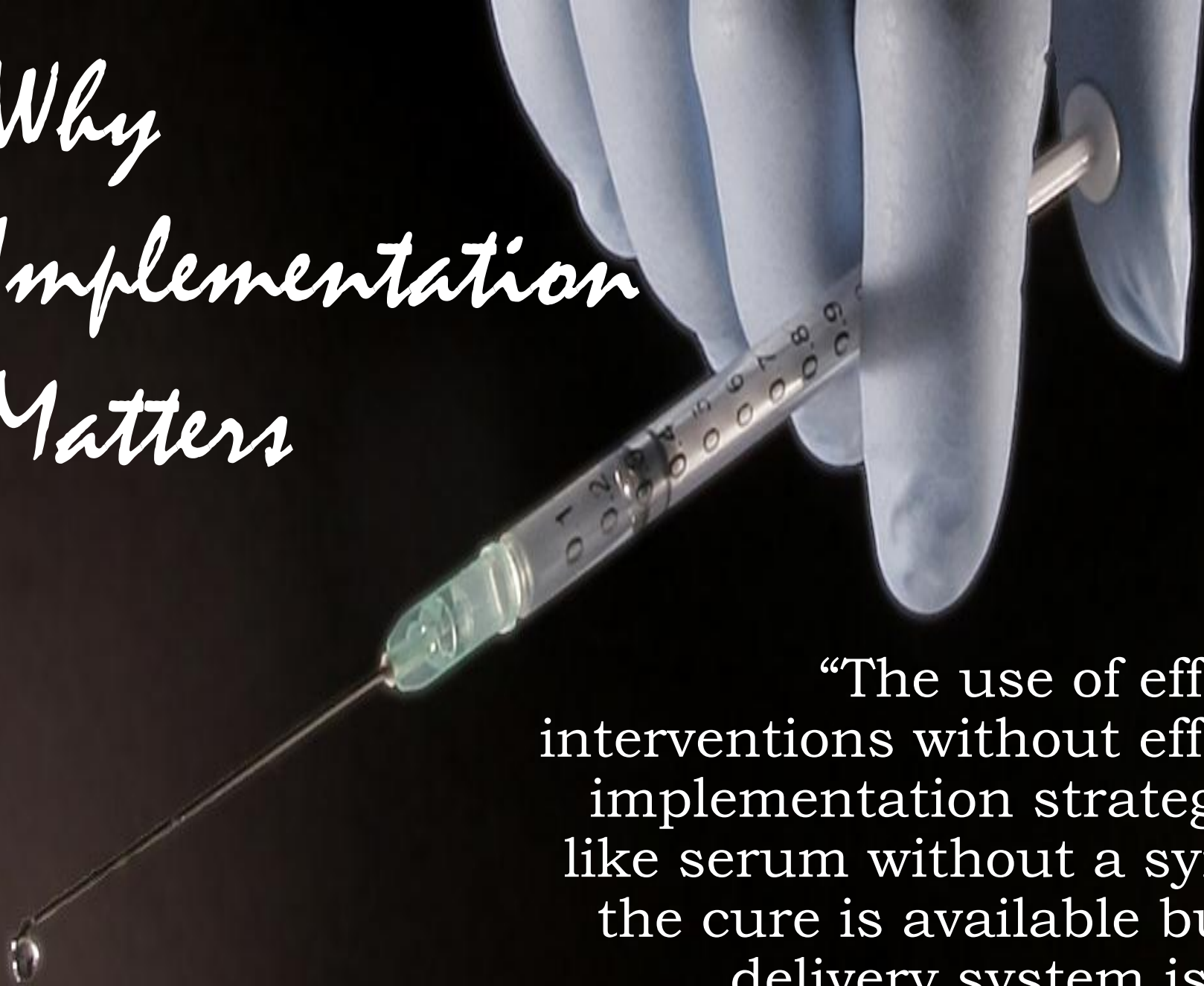


Research **to** Practice *GAP*

IMPLEMENTATION

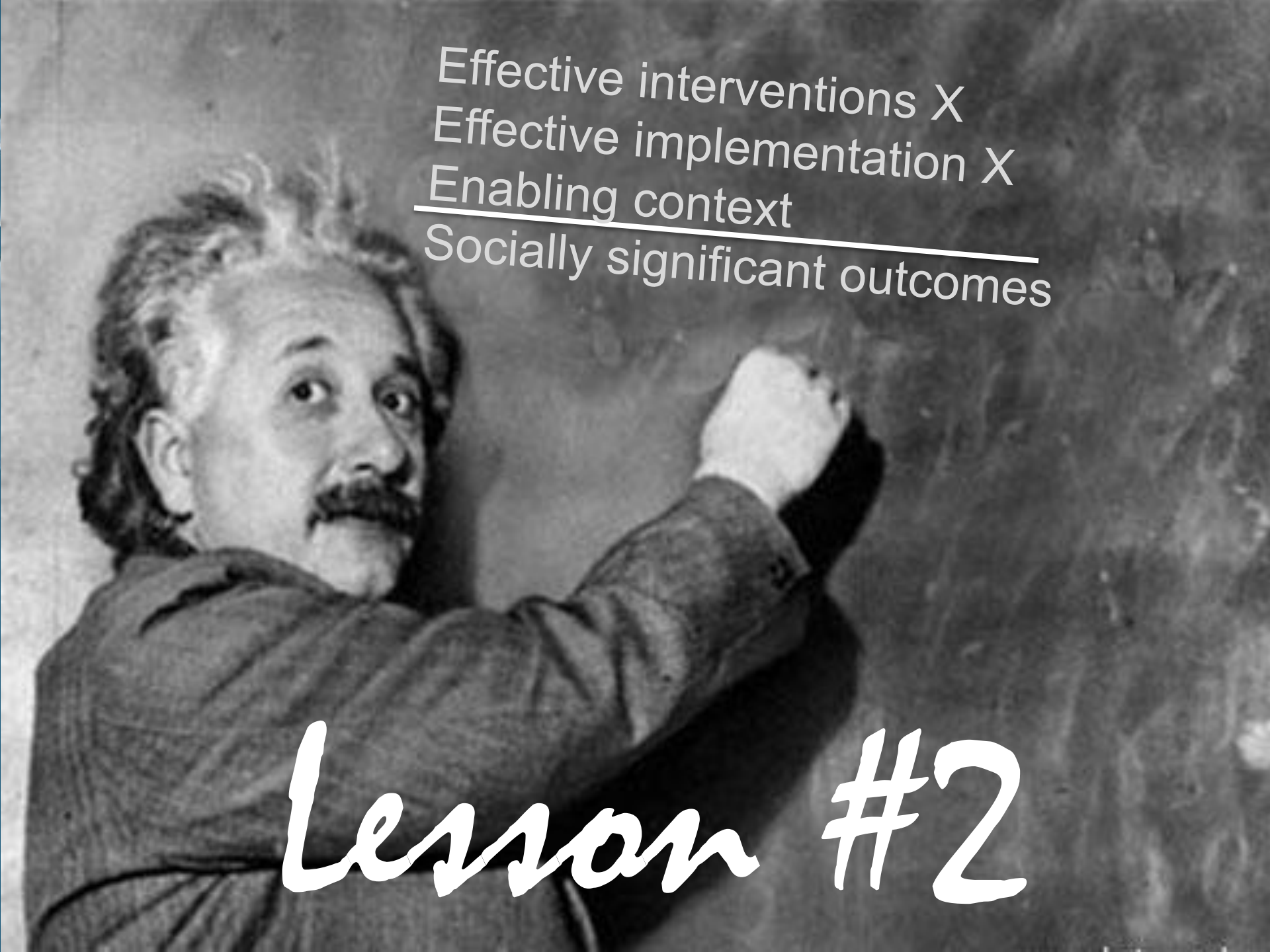


Why Implementation Matters



“The use of effective interventions without effective implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.”

-Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010

A black and white photograph of Albert Einstein, looking back over his shoulder with a surprised expression while pointing his right index finger at a chalkboard. The chalkboard contains a list of factors for effective interventions, with the first three crossed out and the last one underlined.

~~Effective interventions~~ X
~~Effective implementation~~ X
Enabling context
Socially significant outcomes

Lesson #2

Implementation

Intervention

| | | Effective | Not Effective |
|------------------|----------------------|------------------------|---|
| Effective | Effective | Actual Benefits | Inconsistent; Not Sustainable; Poor Outcomes |
| | Not Effective | Poor Outcomes | Poor Outcomes; Sometimes harmful |

Institute of Medicine, 2000; 2001; 2009; New Freedom Commission on Mental Health, 2003; National Commission on Excellence in Education, 1993; Department for Health and Human Services, 1999)



**the scientific
study of methods
to promote the
*systematic
uptake* of
research findings
and other
evidence-based
practices into
*routine practice***

Lesson #3

**Take time to comprehensively
explore evidence-based
interventions before adoption**

http://www.nrepp.samhsa.gov/Index.aspx

NREPP | Advanced Search - Windows Internet Explorer

http://www.nrepp.samhsa.gov/AdvancedSearch.aspx

File Edit View Favorites Tools Help

Convert Select

Favorites Intranet Ky KLIR Suggested Sites Web Slice Gallery SharePoint

NREPP | Advanced Search Kentucky Cabinet for Health and Family Services

Home | About NREPP | Find an Intervention | Reviews & Submissions | Learning Center | Contact Us

Basic Search Advanced Search View All Interventions

Home > Find an Intervention > Advanced Search

Find an Intervention - Advanced Search

Select specific criteria for a more detailed search of interventions reviewed by NREPP.

Keyword or Phrase

Enter keyword or phrase

Gender

☐ Male Only

☐ Female Only

Areas of Interest

☐ Mental health promotion

☐ Mental health treatment

☐ Substance abuse prevention

☐ Substance abuse treatment

Outcome Categories

☐ Alcohol

☐ Cost

☐ Crime/delinquency

☐ Drugs

Geographic Locations

☐ Urban

☐ Suburban

☐ Rural and/or frontier

☐ Tribal

Ages

☐ 0-5 (Early childhood)

☐ 6-12 (Childhood)

☐ 13-17 (Adolescent)

☐ 18-25 (Young adult)

Races/Ethnicities*

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Hispanic or Latino

Settings

☐ Inpatient

☐ Residential

☐ Outpatient

☐ Correctional

Internet | Protected Mode: On 95%



Office of Juvenile Justice and Delinquency Prevention

Serving Children, Families, and Communities



http://www.ojjdp.gov/mpg/mpgSearch.aspx

OJJDP Model Programs Guide - Windows Internet Explorer

http://www.ojjdp.gov/mpg/mpgSearch.aspx

File Edit View Favorites Tools Help

Convert Select

Favorites Intranet Ky KLIR Suggested Sites Web Slice Gallery SharePoint

NREPP | Advanced Search OJJDP Model Programs...

Select programs using the search criteria below:

[Click Here for an Alphabetical Listing of All Programs.](#)

Advanced Search

| | | | |
|---|--|---------------------------------|------------|
| Demographics: (Tip: Use this feature to select programs that serve youth with specific demographics.) | Race | Gender | Age |
| | <input type="checkbox"/> African American | <input type="checkbox"/> Male | All Ages |
| | <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Female | |
| | <input type="checkbox"/> Asian | | |
| | <input type="checkbox"/> Hispanic or Latino (of any race) | | |
| | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | | |
| | <input type="checkbox"/> Other Ethnicity | | |
| | <input type="checkbox"/> White | | |

| | | |
|--|--|---|
| Problem Behaviors: (Tip: Use this feature to select programs that address specific problem behaviors.) | <input type="checkbox"/> Academic Problems | <input type="checkbox"/> Gang Activity |
| | <input type="checkbox"/> Aggression/Violence | <input type="checkbox"/> Gang Involvement |
| | <input type="checkbox"/> Alcohol, Tobacco and Other Drug Use | <input type="checkbox"/> Sexual Activity/Exploitation |
| | <input type="checkbox"/> Delinquency | <input type="checkbox"/> Trauma Exposure |
| | <input type="checkbox"/> Family Functioning | |

| | | |
|---|---|--|
| Special Populations: (Tip: Use this feature to select programs that serve special populations.) | <input type="checkbox"/> Females | <input type="checkbox"/> Serious Offenders |
| | <input type="checkbox"/> First-Time Offenders | <input type="checkbox"/> Sex Offenders |
| | <input type="checkbox"/> Less Serious Offender | <input type="checkbox"/> Status Offender |
| | <input type="checkbox"/> Mentally Ill Offenders | <input type="checkbox"/> Truant/Dropout |
| | <input type="checkbox"/> Non Offender | <input type="checkbox"/> Young Offender |

| | | |
|---|---|---|
| Phase: (Tip: Use this feature to filter programs by continuum phase.) | <input type="checkbox"/> Immediate Sanction | <input type="checkbox"/> Reentry |
| | <input type="checkbox"/> Intermediate Sanctions | <input type="checkbox"/> Residential Care |
| | <input type="checkbox"/> Prevention | |

| | | |
|---|------------------------------------|------------------------------------|
| Rating: (Tip: Use this feature to filter programs by rating.) | Old | New |
| | <input type="checkbox"/> Effective | <input type="checkbox"/> Exemplary |

Done, but with errors on page.

Internet | Protected Mode: On 95%



http://www.practicewise.com/

#services - Windows Internet Explorer

http://www.practicewise.com/#services

File Edit View Favorites Tools Help

Convert Select

Favorites Intranet Ky KLIR Suggested Sites Web Slice Gallery SharePoint

Credential Collection #services

Page Safety Tools

PWEBS Introduction and Overview

Search by Youth Characteristics

Enter Youth Characteristics [View Results](#)

The treatment summary that you will see is based on research including all the characteristics that you select below. After selecting criteria, click on the View Results button and the system will summarize relevant Treatment Protocols and Research Papers. As you choose more characteristics, your search results are likely to decrease because less research is available that meets all of your criteria.

Strength of Evidence:

Level: **Level 1 Best Support**

| Problem Type: | Age or Grade: | Race or Ethnicity: |
|--|--|--|
| <input type="checkbox"/> Anxiety | Birthdate (mm/dd/yyyy): <input type="text"/> | <input type="checkbox"/> American Indian or Alaska Native |
| <input type="checkbox"/> Attention Problems | Age: <input type="text"/> | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Autism Spectrum | Grade: -- Select Grade -- | <input type="checkbox"/> Black or African American |
| <input type="checkbox"/> Depression | | <input type="checkbox"/> Hispanic or Latino |
| <input type="checkbox"/> Disruptive Behavior | | <input type="checkbox"/> Multiethnic |
| <input type="checkbox"/> Eating | Gender: | <input type="checkbox"/> Native Hawaiian or Pacific Islander |
| <input type="checkbox"/> Substance Use | <input type="radio"/> Either <input type="radio"/> Male <input type="radio"/> Female | <input type="checkbox"/> White or Caucasian |
| <input type="checkbox"/> Suicidality | | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Traumatic Stress | | |

ADVANCED SEARCH OPTIONS [+/-](#)

[View Results](#)

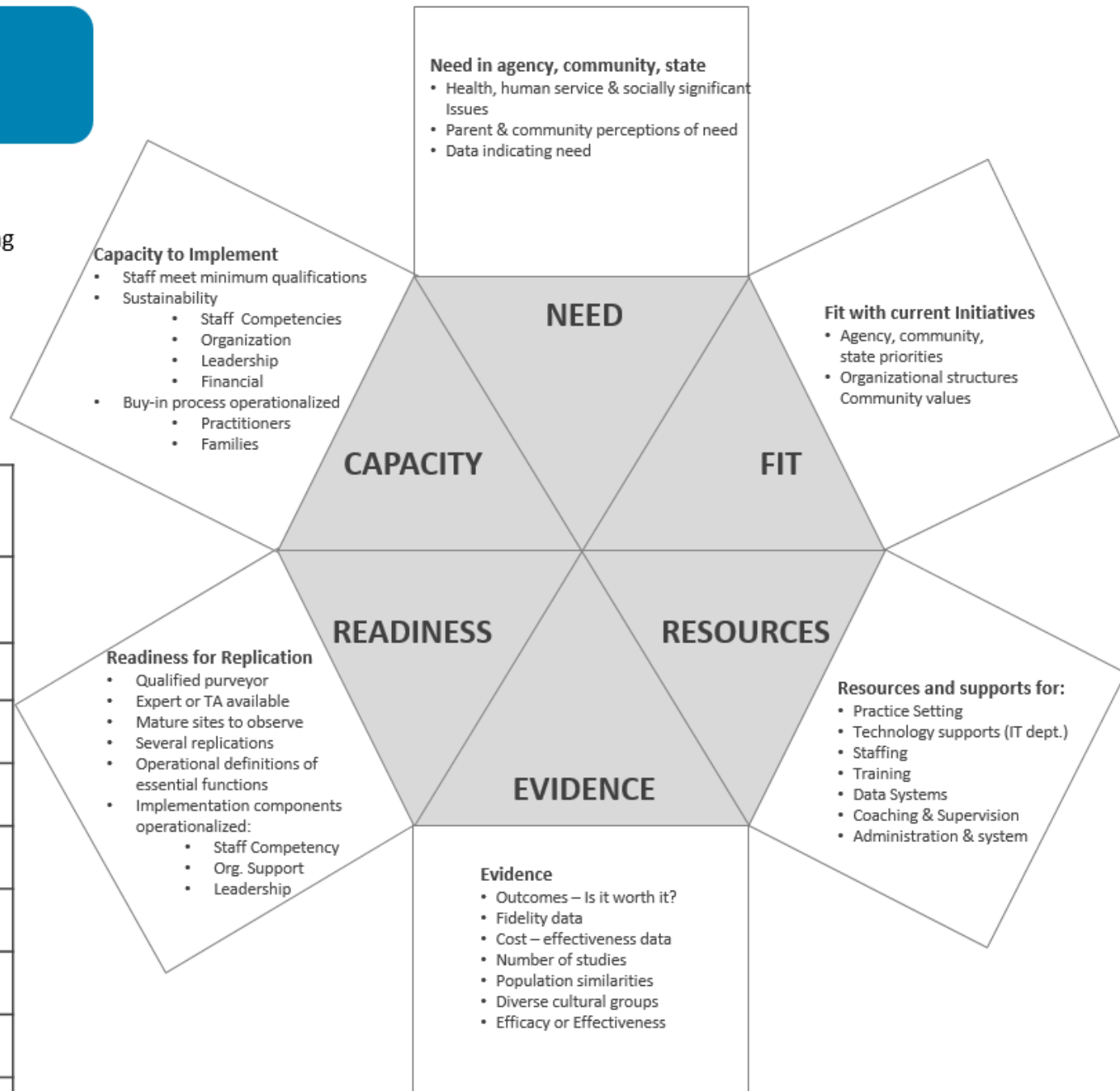
The Hexagon Tool

Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library

<http://implementation.fpg.unc.edu>

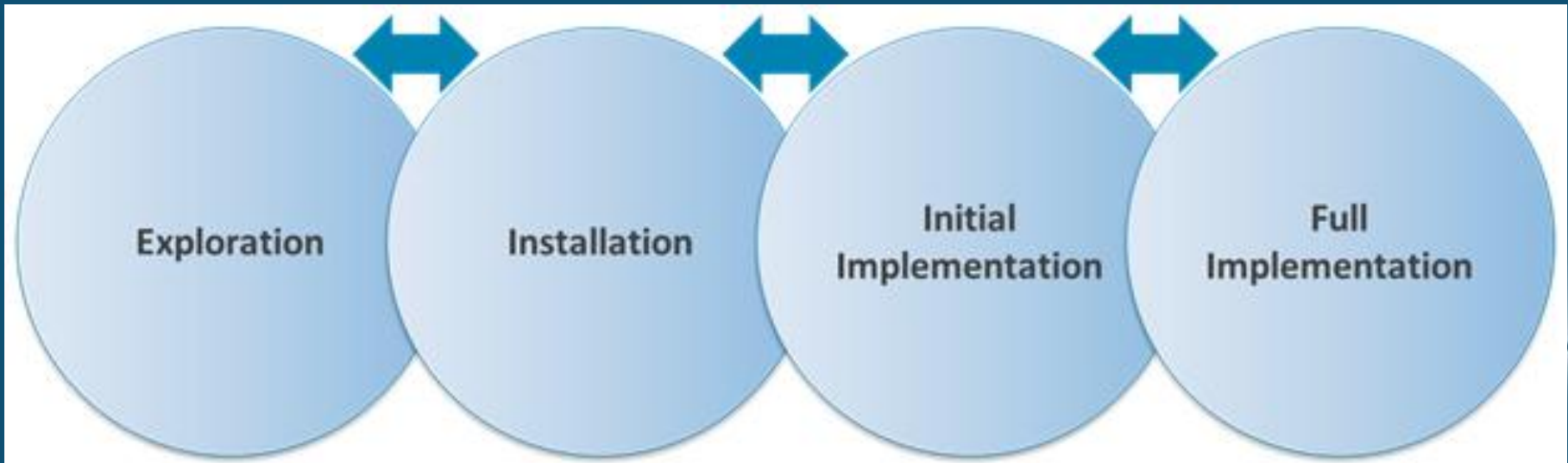


| | | | | |
|--|------|-----|-----|--|
| EBP: | | | | |
| 5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4. | | | | |
| | High | Med | Low | |
| Need | | | | |
| Fit | | | | |
| Resource Availability | | | | |
| Evidence | | | | |
| Readiness for Replication | | | | |
| Capacity to Implement | | | | |
| Total Score | | | | |

Lesson #4

**Implementation is a
process –
not a single event.**

Stages of Implementation



2 – 4 Years

Exploration Stage

Examine the degree to which a particular program or innovation meets the needs and whether implementation is feasible.

Installation Stage

Engage in practical preparations needed to initiate the new program or innovation. Once a decision is made to adopt a program or innovation, changes often must be made in multiple settings and systems to accommodate and fully support the new practice, program or innovation.

Initial Implementation

- Begin implementation efforts and engage quickly in problem-solving efforts.
- Attempts to implement a new program or innovation often falter (or end) during installation or initial implementation. This is because everyone is learning and challenges emerge as the status quo is changed.
- Often referred to as the AWKWARD stage.

Full Implementation

Implementers provide the new program, practice, or intervention with fidelity and intended outcomes are achieved.

Lesson #5

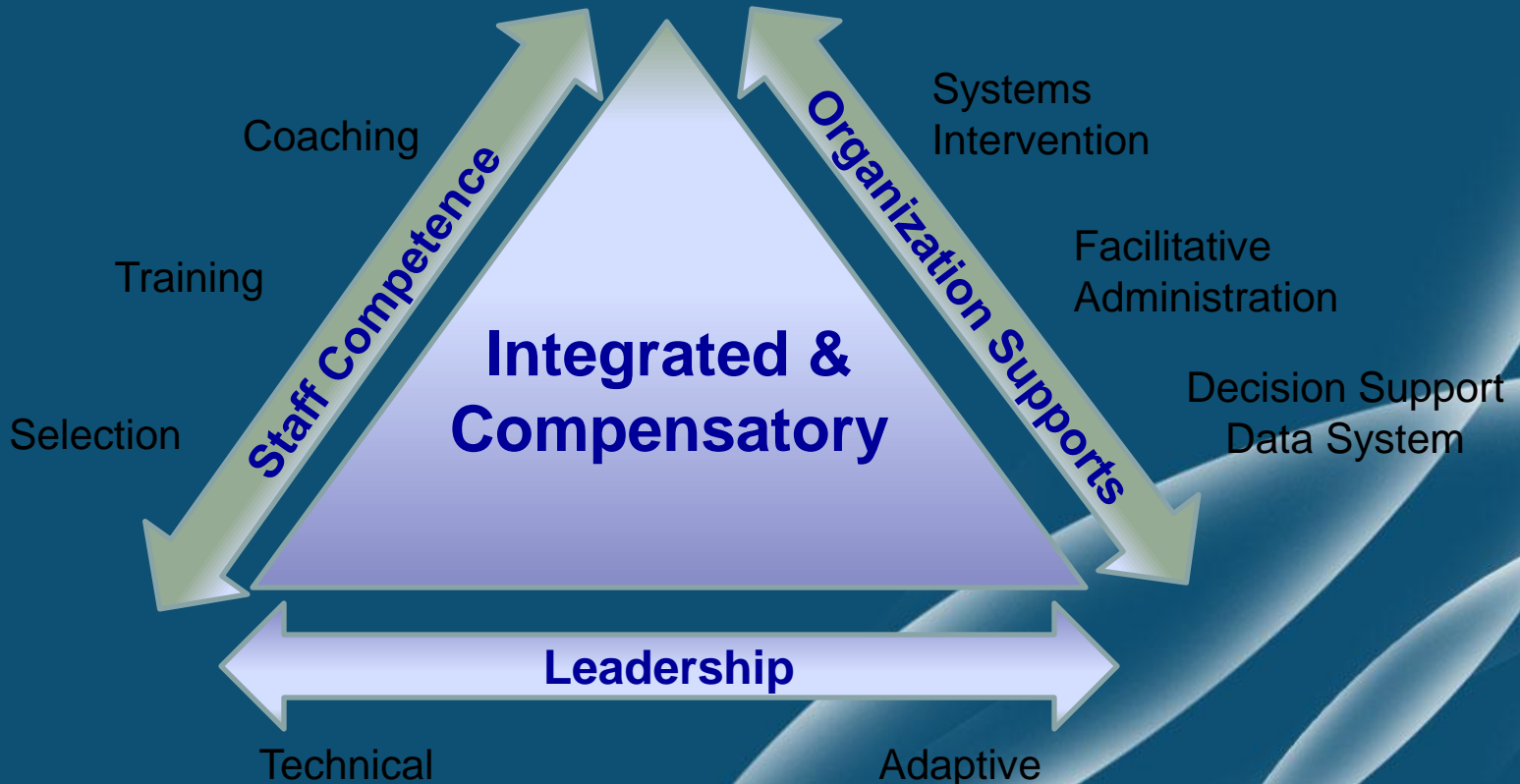
Implementation is based
on a framework of
integrated and
compensatory core
components or drivers.

Implementation Drivers

Improved outcomes



**Performance
Assessment (Fidelity)**



5 Things You Now Know

- 1: Evidence \neq Usability
- 2: Formula for Success
- 3: Explore before implementation
- 4: Implementation occurs in stages
- 5: Implementation drivers

Resources



The Active Implementation Hub

<http://implementation.fpg.unc.edu/>



<http://nirn.fpg.unc.edu/>



GII

Global Implementation
Initiative

<http://globalimplementation.org/>

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